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ABSTRACT

These compact guides examine problems and issues related to various aspects of urban education. Individual topics covered by six fact sheets include school crime and disruption and its relationship to the community, Title IX Regulations, the problem of burnout among teachers and other human services professionals, the characteristics of instructionally effective schools, factors important to the success of school desegregation, and strategies for reforming the large urban high school. Three brief bibliographies address the issues of strategies for community organization (Asian Americans), communities and school closings, and minority groups and the arts. Finally, a directory in the form of an organizational guide covers refugee resettlement and integration. (JCD)

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Compact Guides to Information on Urban and Minority Education

Volume One

September 28, 1981

U.S. DEPARTMENT OF EDUCATION
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ERIC/CUE Fact Sheet Number 1

March 1980

SCHOOL CRIME AND DISRUPTION

Why is the public concerned about school crime?

Public concern with school crime did not suddenly appear in the late 60's and early 70's but is the outgrowth of our postwar experience with crime and delinquency.

- during World War II and into the 1950's, recorded crime and delinquency rates remained relatively stable
- by the 1960's, however, recorded crime, both youth and adult, began to grow and attract increasing public concern
- the rate of serious crimes by youthful offenders as measured by arrests began to escalate more noticeably in the 60's, increasing by approximately 20 percent between 1960 and 1964
- the concern with school crime is demonstrably correlated with the 246.5 percent increase in juvenile crime between 1965 and 1977
- the fact that persons under age 25 committed 50 percent of all violent crimes and 80 percent of all property crimes between 1965 and 1977 made the schools responsible in the public view, even if most of the crimes took place outside schools

What is the nature and extent of violence and crime in American schools?

Data from the Safe School Study Report (National Institute of Education, 1978) and from other research indicate that while there was an increase from the early 60's to the 70's in both acts of violence and property destruction in schools, both lines of increase leveled off after the school year 1971-72. Most of the various studies reviewed indicate an increase in assaults on teachers from 1956 to 1974 but a leveling off thereafter; an increase in robberies and assaults in the early 70's; and an increase in vandalism in the mid-60's that leveled off after 1970 or 1971. For the offenses usually summed up in the terms *violence* and *vandalism*, the data from these studies do not indicate that the situation is currently growing worse.

- according to principals in 7,000 of the nation's 85,000 public elementary and secondary schools, between 1971 and 1976 there was no significant increase in school crime
- for the school year 1975-76, 8 percent of these principals reported crime as fairly serious or very serious in their schools; 17 percent reported the problem as only moderately serious; 75 percent reported school crime as a negligible problem
- the majority of schools—from 95 percent in rural areas to 84 percent in large cities—do not have a serious problem with school crime
- while urban schools are most likely to have serious problems, the greatest *number* of seriously affected schools (2,444 schools in suburbs and 2,110 in rural areas out of a total of 6,713 schools) are in suburban and rural areas, which is understandable since the majority of schools are located in these areas
- by the mid-70's, about 6,720 or 8 percent of the elementary and secondary schools in the U.S. could be described as still seriously affected by crime, violence, and disruption; this translates into about 157,000 cases of crime and disruption a month, of which only 50,000 are eventually reported to police

What is the relationship between school crime and the community?

There are some characteristics of communities over which schools have little control, but which seem to be related to higher rates of crime and disruption in schools:

- school crime decreases proportionately with city size and seems to be more pronounced for junior than for senior high schools
- the number of nonstudents who hang around school is a predictor of increased dollar loss from vandalism and property damage
- the absence of a mother or stepmother at home (but not the absence of a father or stepfather) increases the risk of a student being attacked or robbed
- children of fathers out of work are more likely to be victims, while the work status of mothers seems to make no difference
- family intactness in the community as well as the presence of disciplinary measures in the home seem to reduce the incidence of crime and disruption in the school

- In general, the longer (in years) a student has been in a school, the less chance he or she has of being a victim of robbery or attack. The risk is highest at age 13.
- on the other hand, students who have remained in a particular school for more than five years (usually as a result of having failed one or more grades) have higher rates of victimization
- the following community characteristics do *not* seem to affect crime rates in schools: the percentage of English-speaking students, the percentage of white students, fifty-fifty racial splits in schools, and disproportionately high numbers of white teachers
- court-ordered desegregation did seem to produce a small increase in school crime rates

What determines the level of crime and disruption in schools?

There is abundant evidence from the Safe School Study and other research that school governance is a major factor in determining the level of crime and disruption in schools.

- when school governance is measured by students' perception of the school as maintaining order and teachers' perception of their ability to maintain order in class, then there is less dollar property loss in those schools that show positive relationships
- where there is good coordination and mutual support evidenced between administration and faculty, there is also less property loss
- conversely, where teacher behavior indicates a lack of respect for students and where there is strong competition among students within a school, property loss measured in dollars tends to increase
- school crime and disruption are reduced in schools where students express an ability to identify with the teachers, report having access to teachers, and where ethnic and racial harmony are high

School size, crowding, and population density are also factors determining the level of crime in schools.

- the proportion of schools seriously affected by violence declines with community size from 15 percent in large cities to 6 percent in suburban and 4 percent in rural areas
- larger and more "crowded" schools have higher incidence of, as well as more serious problems with, crime and disruption

What can schools do to create a safe and secure learning environment?

A number of features were reported to be responsible for the improvement in those "turn around" schools that had reversed a pattern of violence and disorder:

- the personal leadership style of the principal
- the educational leadership style of the principal
- the principal's visibility and availability to students and staff
- the new educational programs installed by the principal
- the principal's ability to initiate a structure of order that is fair, firm, and consistent
- the teachers' relationship with the administration and with students
- the principal's responsiveness to teacher and student input in terms of school policies
- high self-esteem, job satisfaction, and general agreement with the principal's educational and procedural styles on the part of teachers
- cohesiveness among teachers and a sense of identification with students
- a strong sense of school spirit among students
- carefully and openly developed rules that are clearly announced, firmly enforced, and applicable to everyone.

The information provided above was abstracted from:

Ianni, Francis, A.J., and Reuss-Ianni, Elizabeth. *School Crime and the Social Order of the School. IRCD Bulletin,* Volume XIV, Number 1. New York, New York: Institute for Urban and Minority Education, Teachers College, Columbia University, 12p. ED 177 256. This paper was developed by the ERIC Clearinghouse on Urban Education under contract with the National Institute of Education, Department of Health, Education and Welfare. (Available from Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027, $1.00.)

If you would like more information about the Safe School Study, see:

National Institute of Education. *Violent Schools-Safe Schools. The Safe School Study Report to the Congress, Volume 1,* January 1978. 357p. ED 149 464. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Stock No. 017-080-01830-6; $6.00.)

Both documents are also available in microfiche and paper copy from ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210.

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ERIC/CUE Fact Sheet Number 2 March 1981

Complying with Title IX Regulations

The Law

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

— Education Amendments of 1972, Title IX

The Regulations: Nondiscrimination v. Affirmative Action

The regulations implementing Title IX go well beyond the language of Title VI of the 1964 Civil Rights Act in the specificity of their provisions. Drawing on experience with Title VI, Title IX regulations **require** "remedial steps to overcome the effects of discrimination" and **permit** "affirmative action to overcome the effects of conditions which resulted in limited participation . . . [or achievement] by persons of a particular sex." The goals of compliance, according to Shirley McCune, are access to programs, the elimination of within-class segregation, the establishment of a sex-fair curriculum, and role models of both sexes.

Compliance with Title IX Regulations: Fulfilling the Letter of the Spirit of Title IX

A. Evaluation and Remediation of Current Policies—General Provisions

1. *Each district must conduct an institutional self-evaluation, analyzing policies and practices concerning employment and treatment of students.*

low compliance (the letter of Title IX)

Self-evaluation is conducted once by a central office administrator. There is no monitoring or updating.

OR

In-depth self-evaluation is conducted by a committee comprised of administrators, teachers, counselors, students, and community members. Implementation and monitoring of recommendations are designed to eliminate discriminatory practices and promote equity. Periodic site reviews are conducted by trained staff.

high compliance (the spirit of Title IX)

2. *Each public school district must appoint at least one employee to coordinate its Title IX compliance efforts.*

A Title IX coordinator is appointed without concern for the person's interest, experience, or commitment. Person may have numerous other LEA responsibilities. There is no job description, mandate for change, or authority to initiate or monitor change.

OR

A full-time Title IX coordinator is appointed who is committed to equity and secures training and information. Clear job description and mandates come from the superintendent to whom the coordinator reports directly.

low compliance (the letter of Title IX)

high compliance (the spirit of Title IX)

3. *Each district must notify students, parents, employees, applicants, unions, and professional associations that it does not discriminate on the basis of sex.*

The statement of nondiscriminatory policies is not widely or regularly disseminated and may be incomplete.	**OR**	There is an annual, broad dissemination of the district's nondiscrimination policy that includes information on the appropriate legislation and enforcement agency, as well as on the local Title IX coordinator and the grievance process.

4. *Each district must adopt and publish grievance procedures for the resolution of student and employee complaints.*

Grievance procedures are developed, but not disseminated. Use of the procedures may result in ridicule, retribution, or inaction.	**OR**	Grievance procedures work fairly and expeditiously as determined through the resolution of grievances. Procedures are broadly disseminated to staff, students, and the community. People are encouraged to identify problems so they can be remedied.

B. Admissions

Districts cannot limit through quotas, tests or other criteria the number or proportion of persons of either sex who may be admitted to vocational or other schools. "Comparable efforts must be made to recruit members of each sex, except when special efforts to recruit members of one sex are needed to remedy the effects of past discrimination."

Admission is open, or tests are offered for admission that do not bias on the basis of sex, but there are no special recruitment efforts made to remedy the effects of past discrimination.	**OR**	Male and female students are recruited in equal or even disproportionate numbers to nontraditional areas to alter the historical imbalances.

C. Treatment of Students

All schools must treat their admitted students without discrimination on the basis of sex.

1. *Courses or other educational activities may not be provided on the basis of sex.**

All courses are open to students of both sexes without prerequisites or requirements that have an adverse impact on one sex	**OR**	Students and parents are regularly informed about the accessibility and desirability of nontraditional courses. Compensatory courses are available to remedy previous discrimination.
Annual tallies are made of the numbers of females and males enrolled in course offerings. Notations regarding disproportions are sent to the counseling department, but enrollment figures are casually assumed to reflect "student choice."	**OR**	Disproportionate enrollments are monitored for bias in counseling and teaching practices as well as materials. Teachers and counselors actively recruit students for nontraditional courses.

2. *A school may not discriminate on the basis of sex in counseling or guiding students.*

Counseling and testing techniques are reviewed for sex bias, and procedures are altered.	**OR**	Assessment and counseling bias is eliminated, and procedures are altered to ensure that a disproportionate number of students of one sex is not pursuing a course of study or classification. Different counseling and testing materials and methods are created for each sex in those instances where they are necessary to eliminate sex bias.

*Portions of elementary and secondary school classes dealing with human sexuality may be separated by sex. Also, students may be separated by sex within coeducational physical education classes when playing contact sports such as wrestling, football, or basketball.

low compliance (the letter of Title IX)

high compliance (the spirit of Title IX)

3. *No student may be discriminated against in any educational program or activity because of pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student voluntarily requests to participate in a different program or activity.*

Pregnant students are admitted to all courses and activities, but no effort is made to consider the reason for certain absences or to recognize that the student may be having experiences not shared by others.	**OR**	Pregnant students are admitted to all courses and activities, special services which meet *their* needs are provided, and differences in their experiences are sensitively integrated into classroom discussions.

4. *A school must provide equal athletic opportunities for both sexes. This includes selecting sports and levels of competition that effectively accommodate the interests and abilities of members of both sexes, as well as comparability in facilities, equipment, supplies, game and practice schedules, coaching, publicity, etc.*

Equal athletic opportunities are provided for both sexes, but "forced choice scheduling" may induce students to choose between such subjects as modern dance and football.	**OR**	Students of both sexes are given equal access to chances to try out for the wide range of athletic opportunities. Special care is taken to bring students to competence in nontraditional areas.

5. *The Regulation does not require the use of particular textbooks or curriculum materials.*

Because gender-specific language is not monitored in the Regulation, no attempt is made to change it. Those who propose the use of non-sexist language may be ridiculed.	**OR**	Course descriptions are free of gender-specific language or references.
Because there is no requirement to evaluate course content or textbooks for bias and stereotyping, no such process is initiated.	**OR**	Course syllabi content, format, assignments, textbooks, other curriculum materials, and related media are analyzed to eliminate sex bias and stereotyping. Supplemental plans and materials are ordered or developed.
The provision of teacher training and information about sex equity is not required, so it is not undertaken. Assuming that equity issues are separate from the basics, concern may exist that teachers will take time away from regular curriculum.	**OR**	Teachers are trained on a regular basis to identify and remedy bias in classroom management and curriculum materials. Information on equity issues, materials, and techniques is regularly disseminated to teachers. Teachers are supported and rewarded for equity activities woven into the regular curriculum.

D. Employment

Discrimination on the basis of sex is prohibited (except in designated military and religious schools) in employment, recruitment, and hiring, whether full-time or part-time.

1. *Fringe benefit plans must provide* either *for equal periodic benefits for male and female employees* or *for equal contributions for both sexes. Retirement plans may not establish different retirement ages for employees of each sex.*

Fringe benefit plans are reviewed, but no special effort is undertaken to analyze potential hidden sex bias. No information is disseminated.	**OR**	Fringe benefit plans are analyzed to determine whether bias exists. Information about benefits by sex is made available, and change is instituted.

2. *No employment policy concerning the potential marital, parental, or family status of an applicant or employee may make distinctions based on sex. No policy may be based on whether the applicant or employee is the principal wage earner in the family. No institution may discriminate in employment on the basis of pregnancy or related conditions.*

A woman is allowed a leave for pregnancy and childbirth, and when she returns is reinstated in a legally comparable but not necessarily valued position.	**OR**	A woman is allowed to leave for pregnancy and childbirth, and her position is held for her return.

—Carol Ascher, Ph.D.

Information for this Fact Sheet was drawn from

Bornstein, Rita. *Title IX Compliance and Sex Equity: Definitions, Distinctions, Costs and Benefits.* ERIC Clearinghouse on Urban Education. In press.

Kadzielski, Mark. "Title IX of the Education Amendments of 1972: Change or Continuity?" *Journal of Law and Education,* 1977, 6 (4) 183-196. (ERIC No. EJ 158 752).

Association of American Colleges. *Summary of the Regulation for Title IX Education Amendments of 1972.* Washington, D.C.: Project on the Status and Education of Women, Sept. 1975. 5 p. (ERIC Document Reproduction Service No. ED 119 585).

Some useful implementation resources for Title IX

Calabrese, Marylyn, and others. *Becoming Sex Fair: The Treasure Valley/Easttown Program.* Newton, Mass.: Women's Educational Equity Act Publishing Center, 1980.

This program offers procedures for selecting, developing, applying, and evaluating techniques for improving sex fairness in all areas of school life. It is a three-stage program designed to systematically and gradually involve increasing numbers of school district personnel and community members in sex equity activities. The three stages are outlined in separate manuals: *Preparing for Change, Planning the Inservice Program* and *Revising the Curriculum.* Each manual provides guidelines, meeting agendas, training activities, sample materials, and additional resources.

McCune, Shirley and Martha Matthews, (Coeds). *Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.* Washington, D.C.: National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education. 1978. (ERIC Document Reproduction Service Nos. 185 469 through 185 473).

This workshop package provides training session outlines and participants' materials for a fifteen-hour workshop sequence on Title IX and sex equity in education. The package is organized according to five three-hour workshop sessions. Three of these sessions are termed "Generic Sessions" and are designed to provide general information and experiences relevant to all participants attending the workshop. The other two sessions are designed to provide specialized information and experiences to persons of different professional roles and to enable participants to apply workshop experiences to their individual professional responsibilities. They include information on the role of the administrator, teacher, counselor, vocational educator, physical activity specialist and community.

Verheyden-Hilliard, Mary Ellen, and others. *Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools.* Washington, D.C.: NOW Legal Defense and Education Fund. 1978. 138 p. (ERIC Document Reproduction Service No. 154 539. Paper copy not available from EDRS.)

This kit contains review guides that suggest questions to help you find out what is happening in each area of school practices and programs where discrimination is likely to occur. The guides focus on such areas as physical education, vocational education, counseling, the pregnant student, and employment. Each guide contains a perspective, which provides some background on the topic area; highlights on key discriminatory practices in each area; and review points with questions to be asked, where to ask them, and how to interpret the answers you may hear.

Availability of Publications Cited

Publications with an ED number (ERIC Documents) may be read in microfiche in any library, information center, or other institution that has an ERIC microfiche collection. They may also be purchased in either paper copy or microfiche (unless otherwise noted) from ERIC Documents Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210.

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ERIC/CUE Fact Sheet Number 3

March 1981

Burnout in Schools and Other Human Service Institutions

Teaching, air traffic control, and surgery have been called three of the most stressful occupations. But recent studies indicate high levels of stress may be the hazards of being a human service professional—minister, child-care worker, nurse, poverty lawyer, prison employee or social worker. Burnout is often the product of ineffectualness, anonymity, and powerlessness experienced by individuals working in large bureaucratic institutions, but it can also arise in small, alternate institutions where dedication is stretched daily. Even nature can sometimes cause burnout in climates where snow or rain keep everyone indoors in confined quarters for weeks at a stretch.

What is "burnout"?

Burnout can be defined as "physical, emotional, and attitudinal exhaustion" (Hendrickson). It may show up as low staff morale, frequent absenteeism, or high job turnover (Pines & Maslach).

Who is prone to burnout?

Burnout has been said to be reaching epidemic proportions, and is described as "one of the worst health problems" all teachers have to contend with (Newell; "Readers Report . . .").

Burnout does not appear to correlate with any social category. In a survey of nearly 5,000 Chicago teachers, conducted in 1977, teachers perceived stress associated with teaching in highly similar ways, regardless of sex, age, race, or the type of school in which they were working (Cichon). There is some evidence that teachers in their 7th to 10th years experience the greatest stress (Reed).

Psychologically, burnout may be most prevalent among the dedicated and the committed, those who have a need to give (Freudenberger). A study of 253 Los Angeles inner city classroom teachers referred for psychiatric evaluation because of "combat neurosis" after experiencing assault or threat of assault showed such predisposing factors as an impaired ability to deal effectively with fear or anger, a high degree of moralism, and a relatively harsh superego (Bloch).

What are some physical signs of burnout?

Burnout may appear as exhaustion, fatigue, the inability to shake a lingering cold, frequent headaches and gastrointestinal disturbances, sleeplessness, and shortness of breath (Freudenberger). If stress is left uncontrolled, hypertension, coronary disease, migraine and tension headaches, peptic ulcers, renal disease, and asthma may become manifest (Newell).

What are some behavioral signs of burnout?

Burnout may appear as instantaneous frustration and irritation, or as a readiness to cry or yell. The person may become suspicious, paranoid, grandiose, overly confident, and excessively risk-taking. The individual's thinking may appear rigid, stubborn or inflexible. He or she may continue spending a great deal of time on the job, but may get far less accomplished (Freudenberger).

Some behavioral signs of burnout may also be techniques used by the individual trying to combat burnout. The person may attempt to reduce tension or blot out strong emotional feelings by overeating, drinking too much, taking sleeping pills and tranquilizers (Hendrickson; Maslach) or by withdrawing and becoming detached, relying on other staff, intellectualizing, and compartmentalizing (Pines & Maslach).

What institutional variables foster burnout?

A number of studies have identified, through reports, questionnaires, and observations, common sources of stress and burnout among school teachers. These include

- a lack of mobility within the profession; little turnover in teaching staffs; few new teachers to recharge faculty batteries; public attacks on the schools; assaults by the media; and budget reversals (Reed)
- the feeling of being unable to effect solutions to problems because of lack of direct teacher involvement in decision making; no control over the job environment;

- *Social support systems.* Social support systems should be made available for teachers and other human services staff. People should be encouraged to watch over each other and to share experiences. Retreats should be held for staff members, and staff should be encouraged to attend open-ended workshops and training sessions to recharge their batteries (Freudenberger; Newell; Pines & Maslach).

In handling the aftermath of a violent incident, teachers must be able to share experiences in an atmosphere of acceptance, informally and in "rap groups" with those who have mental health training. Teachers must also believe in the support of the administration. Teachers in high violence schools should be rotated to less stressful situations after two or three years. Teachers should be able—even encouraged—to report incidents of violence directly to the school board. And a crisis intervention team should be assigned to each school district (Bloch).

—**Carol Ascher, Ph.D.**

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Availability of Publications Cited

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ERIC/CUE Fact Sheet Number 4

March 1981

Instructionally Effective Schools

The Coleman Report on Equal Educational Opportunity put educators and educational researchers to the test over the last 15 years with its finding that schooling played no role in erasing the inequalities of social and economic class. Recently, both case studies and secondary research have re-examined Coleman's thesis by isolating what goes on in specific urban elementary and secondary schools. The question has been: Under what conditions can a school district, school, or even classroom in the same school be identified as producing outstanding or poor results, once the background of the students is held constant?

Criteria for exceptionality or instructional effectiveness have been defined largely by student performance on standardized achievement tests, with particular emphasis on math and reading. However, measures of student self-concept, attendance, conduct, motivation and morale; of teacher morale and attendance; and of the school climate (general morale, cleanliness, level of vandalism) have also been attempted.

Research indicates that instructionally effective schools share a number of common features.

Leadership

Instructionally effective schools are characterized by strong leadership, usually in the role of the principal, but at times in the role of program leader. These individuals initiate programs, set policy, obtain material and fiscal resources, assert instructional leadership, and assume responsibility for evaluation. They are often concerned with content, rather than human relations, and they may be perceived as disciplinarians.

General Character of the School

In schools notable for their success in educating students, both teachers and principals emphasize the importance of goals and objectives in reading and math skills, are confident that students can achieve these goals, and generally respect their students. Discipline and structure are valued in the schools, and morale is high.

Successful schools and programs frequently utilize staff development or inservice training programs. The greater specificity of the training program in relation to its goals, the greater likelihood of its success.

The Instructionally Effective Teacher

There is some disagreement over the relative importance of teachers' personal and professional characteristics versus staff development and training. However, research indicates that instructionally effective teachers tend to share some identifying characteristics:

- They have high verbal test scores (this is said to be the best predictor of a teacher's instructional efficacy).
- They are likely to come from prestigious undergraduate institutions. (Majoring in education in college, receiving a master's degree, teacher certification, and tenure are all ineffective or have a negative correlation with student achievement.)
- They feel efficacious and have high expectations for their students.
- Their attitudes toward students are accepting. They praise students and encourage their achievement. (Time spent in criticism and classroom management is negatively correlated with student achievement.)
- They offer immediate feedback (including praise) on answers to questions.
- They begin class on time and do not end early.
- According to some research, they promote discussion, explanation, and open questioning, while other research links such behavior to lower student achievement.

The Importance of Time Management

A commonly accepted finding is that time spent on instruction correlates positively with student achievement. It is suggested that time may be an effective performance variable for both students and teachers. Student aptitude may be defined as the amount of time needed to reach a set criterion in a given learning unit. Once appropriate achievement criteria are defined, it becomes the responsibility of teachers and schools to provide the time necessary for students to meet the criteria. Finally, time spent

on instruction may be used as an index of the effectiveness of teaching methods and the quality of the curriculum.

- High-achieving schools and classrooms spend more time in instruction and learning than low-achieving schools and classrooms.
- While low-achieving students may need more time to learn a particular skill, they can usually be brought to level if the time is given.
- Extra time spent in the early learning units or early years improves all later learning, while time and help devoted only to later learning is unlikely to improve the students' performance significantly.
- Simple calculations of the number of days of attendance may be a good base indicator of student achievement.

Other Classroom Variables Promoting Instructional Effectiveness

- An effective classroom is orderly, and the lessons are well structured. There are clear directions and constant monitoring by the teacher.
- Individualized instruction may or may not be part of an instructionally effective classroom. Findings differ over whether individualized instruction, small groups, or the whole class is the most favorable organizational unit for learning. Differences in findings may have to do with age, the subject taught, and local circumstance.
- Some researchers find no relationship between classroom size and student achievement, while others find that low-achieving students do better in small classes, and that class size affects pupils' attitudes, interests, and opinions. In general, reducing the adult/child ratio with paraprofessionals and other professional staff (while keeping the classroom size stable) is associated with increased performance.

School Resources and Facilities

- Successful schools and programs are often supported with special project funds from Federal, State, and local sources. Yet, financial resources alone are insufficient to affect program outcomes.
- Changes in and additions to instructional resources or facilities affect the experience of students, but they are insufficient to affect student achievement.
- The technical characteristics of instructional strategies and curricula are by themselves not critical to student performance.

The Effect of Parent and Community Involvement

Parent and community involvement is uniformly connected to student achievement, particularly at the elementary school level.

—Carol Ascher, Ph.D.

The individual studies which formed the basis for most of the information in this Fact Sheet are described in the following two research summaries:

Benbow, Carolyn (Comp.). *Review of Instructionally Effective Schooling Literature* (an annotated bibliography). ERIC/CUE Urban Diversity Series, Number 70. August 1980. 102p. (ERIC Document Reproduction Service No. ED 194 682)

The Phi Delta Kappa Study of Exceptional Urban Elementary Schools. *Why Do Some Urban Schools Succeed?* Bloomington, Indiana: Phi Delta Kappa. 1980. 232p. (ERIC Document Reproduction Service No. ED 194 660)

Availability of Documents Cited

Publications with an ED number may be read in microfiche in any library, information center, or other institution that has an ERIC microfiche collection. They may also be purchased in either microfiche or paper copy from ERIC Documents Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210.

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ERIC/CUE Fact Sheet Number 5

March 1981

How to Make School Desegregation Work—Some Advice from the Research

A growing and impressive body of recent research demonstrates ways in which school desegregation has been made to work effectively and identifies factors important to success. Although some studies have implied that school desegregation doesn't work or that its effects are inconclusive and do not justify the costs involved, for this new body of research the issue is not whether desegregation should proceed, but under what conditions we are most likely to make it most productive.

Are there particular ratios for assigning students that produce learning and racial harmony?

- Too few students of any race or class promotes stereotyping and isolation. One cannot assume that a lone minority child is fortunate to be in a "good" suburban school. For effective community participation and healthy interpersonal relations, no group should ordinarily be smaller than 20 to 30 percent of the school. The goal of 10 percent is suggested for voluntary programs, backed up by city-only (non-metropolitan) desegregation plans, where full desegregation is more difficult to effect.

- High student achievement as well as good race relations are greatly enhanced by having some students from high socioeconomic groups.

- Effective schools can have a majority of minority students, if the proportions are stable, so long as some of the students are of the high socioeconomic group. Schools populated overwhelmingly with poor children are typically written off by the system as "hopeless causes," and have low student achievement.

What assignment policies promote stable neighborhoods and schools?

- Metropolitan area plans seem to promote stable school desegregation and are least prone to White flight. (These plans often enhance residential stability and augment the value of integrated neighborhoods by exempting from busing students living in integrated neighborhoods or those who are in the minority in their neighborhood school.)

- Plans are more likely to result in residential stability if they are implemented all at once, for an entire city, and at all grade levels. Phasing-in a plan tends to promote White flight from desegregation.

- White reassignments to formerly Black schools result in more than twice the White flight of Black reassignments to White schools. (Whites are less likely to flee from predominately Hispanic or other minority schools.)

- If the plan involves the reassignment of White students to formerly Black schools, or if a school district is more than 35 percent Black, school desegregation accelerates the long-term decline in White public school enrollment in the implementation year. In less than 35 percent Black school districts, this loss may be made up in post-implementation years; but in high-proportion Black school districts, the initial loss is not retrieved—at least not by the fifth year.

- The more negative the newspaper coverage of school desegregation, the greater the likelihood of White flight.

- Protest against desegregation generally subsides rapidly after implementation. In some communities, attitudes toward desegregation and other racial issues may be more hostile and polarized during the initial period. But nationally, support for the principle of integration has continued to increase, and the increase has been greatest in the South where there has been the greatest forced desegregation.

- Mandatory desegregation plans appear more likely to produce positive effects for Black students than voluntary desegregation. This may be because school systems forced to desegregate plan more carefully, are more responsive to student and teacher needs, and receive additional financial assistance. In any case, "forcing" people to desegregate does not eliminate the benefits of desegregation.

- Voluntary plans (including those that desegregate with only magnet schools) generally cause little protest or White flight, but they also result in little desegregation.

Is it more important to desegregate children at certain ages than at others?

- The earlier children experience desegregation, the more likely its positive results. The very young accept desegregation because their minds have not yet been formed about racial differences. Moreover, improvements in achievement of basic skills and in racial attitudes are cumulative.

- Children in grades 4 to 8 may be particularly unlikely candidates for beginning desegregation because disruption in schooling is difficult for them, and they have the most unresolved behavior problems.

- Although desegregation of the high schools is critical to establishing the networks of job opportunities necessary for minority youth, senior high school is a difficult place to begin. This is because previous schooling has led to wide differences in achievements or ability groupings that are re-segregative, and because hostile interracial attitudes are generally already set.

- Desegregation plans that involve all years at once probably give rise to less conflict than grade-a-year plans.

What changes must take place within schools to promote integration and reduce conflict?

- Tracking and ability groupings, which result in *de facto* segregation within the school, should be eliminated. Desegregated schools with segregated classrooms are seedbeds for conflict and for the perpetuation of stigma.

- Curriculum and activities must reflect the minority as well as the majority subcultures. This commitment to a multicultural approach must go beyond celebrating the birthday of a Black hero, and it must include a re-evaluation and perhaps reformulation of school symbols, colors, and mascots.

- Procedures of conduct, evaluation, and discipline must be perceived as fair by all racial groups.

- Participation in co-curricular activities, from sports to field trips, must be made equally available to all groups. Special consideration must be given to bused students.

How can faculty and other staff contribute to successful desegregation plans?

- A strong principal with good leadership characteristics is critical. This person sets the tone for the school and makes clear to teachers and students what is expected of them.

- Counselors, through their expertise and their networks, are crucial to the long-range gains of desegregation, including access to higher education, higher status occupations, and higher incomes.

- Teachers must be able to teach heterogeneous groups including children who have been subjected to an inferior education. They must be capable of self-analysis so that they can identify stereotyping and other kinds of discriminatory behavior in themselves and others. They must have substantive knowledge of different groups' histories, attitudes, behavior, and learning styles. And they must know techniques for avoiding crisis and relieving daily tensions.

- Nonteaching staff at all levels play an important role in creating a positive climate of race relations in the school, as well as preventing and coping with conflict.

- Effective in-service training must be provided for teachers, administrators, school boards, and all supporting staff to ensure the above characteristics and capabilities.

How can extra-school groups assist in school desegregation?

- A monitoring commission with power to effect its decisions appears to be essential. The commission should have money, adequate staff, data supplied by the school district, and training to know what to look for.

- Good school-community relations are essential to peaceful desegregation. Broad community participation by businesses, churches, nonpublic schools, and local government makes the plan responsive and gives different groups a sense of ownership of the plan as a whole. This participation only develops when an individual or group takes the lead. After the plan is implemented, a citizen network is necessary to the accurate flow of information to and from parents.

—Carol Ascher, Ph.D.

The individual studies which form the basis for this Fact Sheet are described in the following two comprehensive summaries of recent research on school desegregation:

Hawley, Willis D. "Getting the Facts Straight about the Effects of School Desegregation." *Educational Leadership,* 36 (5), 314-321, February 1979.

Henderson, Ronald D. and Euler, Mary von. *What Research and Experience Teach us about Desegregating Large Northern Cities.* Washington, D.C.: Clearinghouse for Civil Rights Research, Catholic University, January 28, 1981.

See also "School Desegregation: Lessons of the First Twenty-Five Years." Parts I and II. *Law and Contemporary Problems,* 42 (3) and (4), Summer 1978 and Autumn 1978.

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ERIC/CUE Fact Sheet Number 6

June 1981

Reforming the Large Urban High School

> . . . the confluence of an increasingly technological employment market and abysmally poor urban secondary schooling threatens to create, for the first time in our history, a permanent underclass of under-educated, unemployable citizens.

A number of recent reports argue that, whatever the larger social causes, urban, poor, and minority youth are being led to lives of unemployment and waste by the failure of large urban high schools.

Symptoms of Distress in the High Schools

Among the symptoms of serious educational distress in the large urban high schools are:

- achievement scores lower than the regional, state, and national averages
- alarmingly high dropout and absentee rates
- escalating incidences of in-school violence
- stress symptoms in school staff and a high turnover rate among principals
- continuing class stratification and minority isolation and covert, if not overt, racism despite desegregation mandates
- a retreat of urban middle-class students to private schools
- a public vote of no confidence which translates into dwindling financial support from the State and Federal governments
- limited access to postsecondary study and work for graduates from these schools.

Most distress symptoms in the large urban high school are seen to stem from its unwieldy size, its alienation from both the community and the local business world, and its tendency to isolate students racially and by national origin. Thus proposals for reform share three goals: to enhance local commitment to the schools; to make the schools more flexible and responsive; and to promote desegregation.

Restructuring Decision-Making

Administrative decentralization and the strengthening of local decision-making are expected to: reduce the span of administrative control; provide greater staff sensitivity to local populations; improve school-community relations; reduce bureaucratic overlap and waste; and make for a more efficient school unit. School councils with well-chosen constituencies—and with the power to effect their decisions—can greatly enhance the school's effectiveness. Two models for such councils are offered in the literature:

Community Work-Education Councils. These councils would include school officials, employers, members of labor unions, and community members. They would work collaboratively to develop and administer education-work programs for their own communities, as well as to help deal with such wider policy issues as child labor laws, health and safety statutes, occupational licensing requirements, minimum wage laws, school attendance laws, collective bargaining contract provisions, and youth employment hiring practices.

School-Site Councils (and School-Site Budgeting). Decision-making can be brought down to the lowest possible level: the school building itself. An overarching school-site council would consist of school board members, the superintendent, the school principal, teachers, counselors, students, and parents. The council would assess program and facility needs; design and implement site-specific educational programs and staff development plans; adopt evaluation schemes; publicize school events and issues; and monitor site management. School-site budgeting would enable the council to act freely on its own priorities.

Several common elements are viewed as central to this local decision-making:

1. The principal of each school should be responsible for carrying out change, in consultation with his or her school community.
2. Teachers organizations should support innovation and play an active role in carrying it out. Union contracts should recognize the councils within the chain of authority.

3. Federal and State funding should be altered to assist in these changes, particularly through eliminating the red tape that currently prohibits local schools or districts from controlling their own budgets.

Changing the High School Curriculum

The large urban high school, according to its critics, must be made more flexible, with opportunities for smaller and diverse learning environments which cut across class and racial boundaries. There is no reason why the school, the classroom, the 50-minute period, the 5-day week, the extended summer vacation, should be held sacrosanct. A number of models for creating more flexible learning environments are endorsed: schools within schools; magnet schools; schools without walls; career and community service internships; stop-out terms; skill centers; early entry into postsecondary schools; university and/or business adopt-a-school programs; learning centers; minischools; and cooperative education.

In addition to offering models for flexibility, a number of strong recommendations are made:

1. The tracking as well as the accompanying weighting of students' grades differently in different tracks must be stopped. All programs should be individualized programs.

2. Although "basic skills" must be improved, this need not involve more *time*. Basic skills and general knowledge can be imparted in three days a week, and full or part-time specialty schools can integrate education-related work and/or service.

3. Classroom vocational education should be de-emphasized; most applied skills should be learned in private shops and industry.

4. Work and service opportunities should be created for students. Work experience should be required for graduation.

5. Student incentives to remain in school should include: work/study programs; academic credit for experiential learning; financial assistance; cooperative education; internships and apprenticeships.

6. On the other hand, considered break options, allowing students to return to school after an absence, should be a formal part of secondary schooling.

7. Special programs should be created for pregnant teenage girls, to help them remain in school.

8. There must be tighter articulation between the high school and postsecondary education.

9. Racial integration must be encouraged by any and all plans for curricular restructuring.

Enhancing Career-Related Support Services

Counseling and support services in the large urban high school are considered inadequate. Counseling and support services must be used not only to help students stay in school, but to show them the path from high school to careers and/or higher education.

1. Counseling services—including peer counseling—must be established for all students, not just those who act out. Counselors should be drawn from professional school staff, voluntary community members, and people in the business world.

2. Schools should take the lead in coordinating with other agencies charged with helping youth: social service, school/work services, and desegregation assistance. This would make more efficient and effective use of limited youth service money.

3. Federal and State programs should stimulate the development of work for youth, as well as occupational orientation programs for both in-school and out-of-school youth.

These analyses and recommendations are contained in:

Carnegie Council on Policy Studies in Higher Education
Giving Youth a Better Chance; Options for Education, Work and Service. San Francisco, Calif.: Jossey-Bass. 1979.

Furst, Lyndon G.
"Work: An Educational Alternative to Schooling," *The Urban Review,* II (3) Fall 1978, 149-157.

Levine, Daniel U. and Robert J. Havighurst
The Future of Big-City Schools: Desegregation Policies and Magnet Alternatives. Berkeley, Calif.: McCutchan, 1977.

Ornstein, Allan C., Daniel U. Levine, and Doxey A. Wilkerson
Reforming Metropolitan Schools. Pacific Palisades, Calif.: Goodyear, 1975.

Passow, A. Harry
American Secondary Education: The Conant Influence. Reston, Va.: National Association of Secondary School Principals, 1977.

Rosenbaum, James E.
"The Structure of Opportunity in School," *Social Forces,* 57 (1), September 1978, 236-256.

UNESCO
Youth and Work: The Incidence of the Economic Situation on the Access of Young People to Education, Culture, and Work. Paris: The United Nations 1979.

U.S. Department of Health, Education, and Welfare, Office of Education
The Urban High School Reform Initiative. Final Report, Volumes I-III. Washington, D.C., 1979.

Wirtz, Willard and the National Manpower Institute
The Boundless Resource: A Prospectus for an Education-Work Policy. Washington, D.C.: New Republic Books, 1975.

—Carol Ascher, Ph.D.

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ERIC/CUE Brief Bibliography Number 3

May 1980

Communities and School Closings

The journal articles and documents cited in this bibliography are examples of the variety of information sources that can be found through the ERIC system. For further sources of information on school closings and other topics, call us at (212) 678-3437.

Bailey, Jerry D. (Ed.). *Declining Enrollments and School Closings.* Lawrence, Kansas: Kansas University, 1977. 64p. ED 143 099.

This collection of nine papers from a Midwest regional conference includes information on the need for comprehensive planning and policymaking, community involvement, and the careful timing of decision making. One paper, "Educational Leadership: The Uses of Adversity," by Jack Culbertson, describes factors that turn people against school closings in different types of communities. One of these factors, in affluent suburban communities, is the loss of parent and citizen power over the neighborhood school. Culbertson suggests that community involvement is a priority and describes techniques, such as community polls and task forces, to encourage it.

Boyd, William Lowe. "Introduction: The Changing Politics of Changing Communities." *Education and Urban Society,* May 1979, (*11*)3, pp. 275-84. EJ 205 696.

This article discusses the impact of declining school enrollments on changes in school politics. It is one of seven articles in the May 1979 journal issue devoted to "Declining School Enrollments: Politics and Management." All the articles examine the extent to which the political and organizational impacts of declining enrollments and school closings are similar or different in various kinds of communities. Issues discussed include external and internal developments within the school districts that are related to the aging process of its community, the shift in community power when communities undergo social and economic change, and the educational services required by changing communities.

Corman, Linda (Comp.). *Declining Enrollments—Issues and Responses. An Annotated Bibliography. Current Bibliography No. 11.* Toronto, Ontario: Ontario Institute for Studies in Education, Library, March 1979. 82p. ED 172 344. (Document not available from EDRS. Available from Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6; $4.75.)

This bibliography for administrators lists sources of practical information and advice for coping with the problem of declining enrollment in elementary and secondary schools. Works that treat the subject comprehensively are cited in the first section of the bibliography. The subsequent seven parts contain works that stress single aspects of the problem, including reduction in force, positive alternatives, innovative uses for surplus space, program expansion and diversification, and demographic analysis.

Council of Educational Facility Planners, Columbus, Ohio. *Surplus School Space—The Problem and the Possibilities.* 1978. 77p. ED 163 595. (Paper copy not available from EDRS. Available from Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210; $3.50.)

A phenomenon parelleling that of enrollment is the growth of community education, a process whereby community residents, agencies, and schools work in cooperation with one another to identify needs and develop solutions. This publication is designed as an awareness tool for all those interested in community education—administrators, facility planners, and citizens. It contains discussion and demographic data on enrollment decline. It also considers factors inhibiting new uses for school facilities and offers suggestions for using space for alternative forms of schooling that will not conflict with "normal" education, such as programs in mid-life career changes, life-long learning, and industrial training. A proposed conversion of an Illinois high school into apartments, community art center, and community recreation center is presented with six sketches.

Educational Facilities Laboratories, Inc., New York, New York. *The Secondary School: Reduction, Renewal, and Real Estate. A Report.* 1976. 63p. ED 131 558. (Paper copy not available from EDRS. Available from Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022; $4.00.)

Describes local community planning efforts to restructure high school facilities to meet the needs of high school students and other community members. Proposes that community resources can be used to enrich the schools' programs and that the community can become a laboratory for learning. Suggestions for using high school buildings as community centers are included, as are examples of currently operating centers.

Educational Facilities Laboratories, Inc., New York, New York. *Using Surplus School Space for Community School Centers. #5 in a Series of 6 Booklets* 1979. 32p. ED 168 190. (Paper copy not available from EDRS. Available from Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022; $1.50.)

This booklet notes that although school population is declining, the overall population in most communities is not. It suggests reusing surplus school space as community centers to serve the new population mix that includes more working women and elderly and retired persons. Descriptions of different kinds of community centers in various cities are provided, and legal issues in reusing school buildings are reviewed.

Fowler, Delbert H. *Declining School Enrollments.* February 1978. 13p. ED 151 920.

This description of a process for school closing includes strategies for involving the community in decision making. Controlling community conflict is cited as crucial to this process, and strategies for community involvement, such as the use of citizens' committees, local consultants, and community surveys, are suggested. The six-step plan used in one school system is described. It includes establishing a citizens' committee, holding public hearings, developing alternative solutions, taking action at a Board of Education meeting, and implementing the Board's decision. Suggestions are also provided on how to preserve school credibility in the community, reduce school staffs, utilize surplus space, and conserve resources.

Keough, William F., Jr. *Declining Enrollments: A New Dilemma for Educators. Fastback 116.* Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1978. 45p. ED 165 301 (Paper copy not available from EDRS. Available from Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401, $0.75.)

Using an Eastern suburban school district as a case study of school decline, this report offers suggestions for preparing for and modifying the impact of the problem. The report discusses the need for a master plan that incorporates opportunities for community, faculty, and administrator input. It suggests new possibilities for dealing with enrollment decline, such as space sharing, student regrouping, early teacher-retirement plans, and teacher leaves of absence. Long-range planning, rather than short-term solutions, is urged.

Mathematica Policy Research, Seattle, Washington; and Seattle Public Schools. *Schools and Neighborhoods Research Study: The Neighborhood Survey. Final Report.* August 1976. 249p. ED 133 914.

This study surveyed community attitudes toward school closings to ascertain people's perceptions of the consequences of closing neighborhood schools. One conclusion was that people believe that school closings cause negative changes in a neighborhood.

Pound, John H. T. *How to Close a School Without Enraging the Public.* April 10, 1976. 5p. ED 122 456.

Lists six steps to follow before closing a school: (1) identify the reasons to justify the closing of either a specific building or one of a number of buildings; (2) publicize the decision as early as possible; (3) solicit the aid of an ad hoc committee or task force to independently research space or room requirements; (4) after the ad hoc committee's report has been received, arrange for public hearings on the report; (5) honor the requests of individual parent-teacher associations for special meetings; and (6) after the public hearings, have discussion at a board meeting.

Salt Lake City School District, Salt Lake City, Utah. *Declining School Enrollments.* 1975. 16p. ED 117 832.

This paper examines the school closing process from the viewpoint of the school district superintendent. Three major questions are addressed: What kinds of strategies are successful? What sort of leadership adapts best? and What kinds of institutions can survive in declining situations? Eight strategies for controlling community conflict are presented. A case study of the Salt Lake City school closing process explains how these strategies operate and outlines specific programs.

Skiera, Lou (Ed.). *Declining Enrollment: Community Options and Actions.* Santa Barbara, California: Santa Barbara County Schools, March 1, 1978. 16p. ED 171 856.

Suggests ways in which school systems can develop and implement plans to keep schools operating to the advantage of students, staff, and community despite declining enrollment. Evidence is offered to show that school closings do not save school districts money, and often have a negative impact on surrounding neighborhoods. Strategies are discussed in case-study summaries describing the "grandparent in the classroom" program, year-round education, parental involvement, community and/or adult education, and the use of school buildings for non-school activities.

Availability of Documents in this Bibliography

Citations with an ED number appear in *Resources in Education.* Those with an EJ number (journal articles) appear in *Current Index to Journals in Education.*

ED documents may be read in their entirety on microfiche at an ERIC library collection or ordered in microfiche or paper copy—unless otherwise indicated—from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. Journal articles may be read from the original source; reprints of most articles are also available from University Microfilms International, 300 North Zeeb Road, Ann Arbor, MI 48106. Prices and ordering instructions are specified under each ED entry in *RIE* and in the Source Journal Index of *CIJE.*

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ERIC/CUE Brief Bibliography Number 1

March 1980

Strategies for Community Organization: Asian Americans

The journal articles and documents cited in this bibliography are examples of the variety of information sources that can be found through the ERIC system. For further information on Asian Americans and other topics, call us at (212) 678-3437.

Chang, Francine H.; Tang, Stephen. A Neighborhood Health Center: One Community's Solution. *Civil Rights Digest*, v10 n1, pp. 19-23, Fall 1977.

This article describes how the working poor in Boston's Chinese community developed a community owned and operated comprehensive health-care center. It includes a discussion of the population served, the methods used to develop physical and mental health services, bilingual and bicultural services offered, and the impact of a proposed national health insurance plan on the center.

Fisher, Maxine P. Creating Ethnic Identity: Asian Indians in the New York City Area. *Urban Anthropology*, v7 n3, pp. 271-85, Fall 1978.

The story of how Asian Indians from different backgrounds, who live in New York City, have joined together to form the Association of Indians in America is presented in this article. Their effort to secure Federal recognition of the Indians as a single ethnic group is described.

Kim, Bok-Lim C.; Condon, Margaret E. *A Study of Asian Americans in Chicago: Their Socio-Economic Characteristics, Problems and Service Needs. Final Report.* October 1975. 149p. ED 152 889.

Issues identified in this study of the need for social, employment, and health services in Chicago's Asian American communities include the perception of problems by Asian Americans, their choice of problem-solving activities, the relative importance to them of public services, and their reasons for not seeking help. Conclusions reached stress the need to build a strong Asian American community in Chicago. Demographic data for the study were derived from interviews with 800 Korean, Filipino, Japanese, and Chinese individuals. Includes an extensive bibliography.

Low, Harry W. *Asians in the Mainstream. Keynote Address.* Second National Conference on Asians in America and Asian Americans. May 1978. Available only as part of the complete conference report, ED 166 270, 208p. Not available in paper copy.

This address is a call for Asian American unity and political action. The Northern California Asian Leadership Council, the Chinese for Affirmative Action, and the various Asian professional groups are cited as examples of effective organizations. The speaker also stresses the importance of working with other minority groups with similar interests and of enforcing affirmative actions policies.

Lyman, Stanford M. *Chinese Americans.* New York: Random House, 1974. 213p. ED 106 423. Document not available from EDRS. Paper copy available only from Random House, 201 East 50th Street, New York, N.Y. 10022 ($3.95).

"Chinese Community Organization in the United States," one chapter in this book, includes information about clans, hui kuan, secret societies and the conflict between groups. Other subjects covered in the book are social problems, community characteristics, racial and social discrimination, and economic opportunities of Chinese Americans.

Soberano, Rawlein, *The Vietnamese of New Orleans: Problems of America's Newest Immigrants.* 1978. 11p. ED 173 525.

Controversy over the resettlement of Vietnamese refugees continues in the Plaquemines Parish community of New Orleans, according to this report. The author notes that conflicts between blacks and Vietnamese over preference in employment and housing have not been solved. He concludes that despite efforts of community organizations, the prospects for a solution to the tensions resulting from the Vietnamese influx into Louisiana remain dim.

Topacio, Cayon; And Others. *Organizing the Asian Community: A Case Study*. 1978. 8p. ED 162 210.

In this study, community organization is defined as a method of social intervention in which individuals, groups, and agencies plan together to solve social problems. The case study of the Asian American Alliance in Tacoma, Washington, is used as an example of how an Asian American community organization can improve the delivery of human services and help with the development of an adequate social advocacy system.

Availability of Documents in this Bibliography.

All documents with an ED number can be read at any location with an ERIC microfiche collection except when it is noted that they are not available from EDRS. Microfiche or paper copies of ERIC documents may be purchased from: ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. When ordering, list the ED number, number of pages, and form (microfiche or paper copy).

Items without ED numbers are journal articles.

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ERIC/CUE Brief Bibliography Number 5 April 1981

Minority Groups and The Arts

This bibliography covers the subject of urban minorities and art education. The use of the arts to teach traditional subjects, enrich minority-group experience, and establish multicultural understanding is emphasized. The bibliography includes materials from 1969 through 1979. It is representative rather than comprehensive, seeking to include works on several art mediums, such as film, dance, theater, and literature. These subjects are treated in general program descriptions, theoretical analyses, philosophic discussions, and statistical surveys. The intent is to give the user of this bibliography some indication of the breadth and scope of available material.

Barclay, Doris L. "Art Education for the Culturally Different." *School Arts,* 69 (March 1970): 14-17.
An art program for the socially and economically disadvantaged in Los Angeles.

Bushnell, Don D. "Black Arts for Black Youth." *Saturday Review,* 53 (July 18, 1970): 43-46.
Overview of cultural issues involved in the study of Black art and culture.

Byrd, Donald. "The Meaning of Black Music." *Journal of Non-White Concerns in Personnel and Guidance,* 43 (April 1976): 127-132.
The relationship between Black historical experience and Black music is discussed.

Clements, Robert D. "Black Students and the Visual Arts." *Negro Educational Review,* 29 (July-October 1978): 255-263.
Author presents case for the study of Black artists by Black students for better educational results.

Cooper, B. Lee. "Popular Music: An Untapped Resource for Teaching Contemporary Black History." *Journal of Negro Education,* 48 (Winter 1979): 20-36.
Essay suggests two innovative instructional approaches for using popular Black music as a model for historical study in the classroom.

Duncan, Roberto A. *Teacher Perceived Problems of General Music in Inner City Junior High Schools With Implications for Teacher Education.* Research Report presented to the North Central and Southwestern Division Conference, Music Educators National Conference, 1977. 54p. (ERIC Document Reproduction Service No. ED 138 584)
Survey of junior high school general music teachers in Los Angeles County for curriculum planning data.

Eisner, Elliot W. "The Drawings of the Disadvantaged." *Student Art Education,* 11 (Fall 1969): 5-19.
The author argues that drawing is a learned behavior and can be affected through instruction.

Evans, Don. "Segregated Drama in Integrated Schools." *English Journal,* 60 (February 1971): 260-263.
Examines the problem of Black student participation in dramatic productions and suggests dramas, suitable for high school production, which include roles for Black players.

Fox, David J.; Ward, Eric. *Summer Music Talent Showcase for Disadvantaged High School Students. Evaluation of New York City Title I Educational Projects 1966-1967.* New York, N.Y.: Center for Urban Education, Committee on Field Research and Evaluation, 1967. 17p. (ERIC Document Reproduction Service No. ED 029 922)
Evaluation of a summer performance project that stressed the contributions of minority groups.

Franklin, Jacquelyn C.; Nicholson, Everett W. "Relationship Between Teacher Viewpoints Towards a Culturally Oriented Music Program and Black Pupils' Achievement and Viewpoints Towards the Program." *Education,* 98 (March/April 1978): 307-310.
Statistical study on teacher and pupil attitudes.

Gangware, Evana (Ed.); Slowiak, Elizabeth (Ed.). *Inter-Ethnic Music. Rhythm—The Pulse of Humanity; A Curriculum and Resource Manual for Elementary School Teachers.* Chicago, Illinois: Urban and Ethnic Education Section, University of Illinois/Chicago Circle, Department of Policy Studies, 1977. (ERIC Document Reproduction Service No. ED 150 239)
Included in this manual are instructional suggestions, procedures, and media techniques for teaching a wide range of ethnic folk songs.

Garcia, George J. (Comp.). *Selected Reading Materials on the Mexican and Spanish American.* Denver Commission on Community Relations, Denver, Colorado, 1969. 100p. (ERIC Document Reproduction Service No. ED 039 047)
Broad overview of subject with bibliography.

Gordon, Edwin. "First-Year Results of a Five-Year Longitudinal Study of the Musical Achievement of Culturally Disadvantaged Students." *Journal of Research in Music Education,* 18 (Fall 1970): 195-213.
Statistical analysis of poor and minority students' musical achievement.

Hennessy, James J. *The Ethnic Heritage Learning Resource Center, 1975-1976.* New York City Board of Education, Office of Educational Evaluation, 1976. 15p. (ERIC Document Reproduction Service No. ED 142 634)
The Ethnic Heritage Learning Resource Center, designed to increase the reading skills of elementary school minority students, is described.

Institute of American Indian Arts, Santa Fe, New Mexico. *Cultural Difference as the Basis for Creative Education at the Institute of American Indian Arts.* 1971. 15p. (ERIC Document Reproduction Service No. ED 115 594)
Program explored the use of a unique cultural tradition as a springboard to a more meaningful educational experience.

Jantzen, Gerrie. . . . *And Whatever You Do, Don't Break the Camera . . . A Study in Educational Change.* Newton, Mass.: Education Development Center, Inc., 1971. 35p. (ERIC Document Reproduction Service No. ED 053 358)
Reports on the development of an experimental film course, in a Washington, D.C. high school, which attempted to teach students to make films.

Lazier, Gil. *Dramatic Improvisation as English Teaching Methodology.* Oswego, N.Y.: New York State English Council, October 1969. 6p. (ERIC Document Reproduction Service No. ED 035 650)
Report on performance project involving minority youth in a New York City high school.

Learn to Read/Read to Learn: Poetry and Prose from Afro-Rooted Sources. New York, N.Y.: David McKay Company, Inc., 1975. 226p. (ERIC Document Reproduction Service No. ED 114 776)
Manual for use by teachers of inner-city children provides detailed examples of classroom activities.

Levin, Beatrice S. "Drama for the Disadvantaged." *Improving College and University Teaching,* 20 (Summer 1972): 164-166.
Author's experience with minority group students.

Lindberg, John. "'Black Aesthetic': Minority or Mainstream?" *North American Review,* 260 (Winter 1975-1976): 48-52.
Discusses the development of a Black aesthetic and illustrates its reflection in contemporary literature and culture.

Mazor, Rickey. "Drama as Experience." *Language Arts,* 55 (March 1978): 328-333.
Describes author's experience using improvisational drama in an inner-city school.

Michel, Donald E.; Farrell, Dorothea Martin. "Music and Self-Esteem: Disadvantaged Problem Boys in an All-Black Elementary School." *Journal of Research in Music Education,* 21 Spring 1973): 80-84.
Study attempted to determine whether or not the learning of simple musical skills would affect the self-esteem of boys described as having learning and behavior problems.

Noble, Grant. "Changing the Self-Concepts of Seven-Year-Old Deprived Urban Children by Creative Drama or Videofeedback." *Social Behavior and Personality,* 5, 1 (1977): 55-64.
Children with experience of creative drama significantly improved their drawings of themselves and others.

Piro, Richard J. "Black Fiddler." *Music Educators Journal,* 58 (November 1971): 50-55.
Personal account by the music and drama teacher of a student production of *Fiddler on the Roof* in a Brooklyn junior high school.

Puretz, Susan L. *A Comparison of the Effects of Dance and Physical Education on the Self-Concept of Selected Disadvantaged Girls.* n. d. 15p. (ERIC Document Reproduction Service No. ED 103 405)
Report on experiment that involved the use of modern dance as a means of self-expression for disadvantaged inner-city girls.

Reagon, Bernice. *A History of the Afro-American Through His Songs.* Albany, N.Y.: New York Education Department, Division of Humanities and Arts, 1969. 27p. (ERIC Document Reproduction Service No. ED 048 431)
Techniques for teaching Afro-American music and demonstrating the historical and cultural qualities embodied in this folk music.

Reardon, William R. (Ed.); Pawley, Thomas D. (Ed.). *The Black Teacher and the Dramatic Arts: A Dialogue, Bibliography, and Anthology.* Westport, Conn.: Negro Universities Press, 1970 487p. (ERIC Document Reproduction Service No. ED 083 585. This document is not available from EDRS.)
A dialogue on the status of drama education in the traditionally Negro college and school.

Reading, Saunders. "The Black Arts Movement: A Modest Dissent." *Crisis,* 84 (February 1977): 50-52.
Author challenges certain assumptions regarding racial and cultural differences.

Romotsky, Jerry; Romotsky, Sally Robertson. "Barrio School Murals." *Children Today,* 3 (September/October 1974): 16-19.
Decorative mural painting in Chicano neighborhoods in Los Angeles.

Silverman, Ronald H.; Hoepfner, Ralph. *Developing and Evaluating Art Curricula Specifically Designed for Disadvantaged Youth. Final Report.* Los Angeles, Calif.: California State College, 1969. 97p. (ERIC Document Reproduction Service No. ED 030 707)
Study on the effect of art education on poor and minority group students. Findings were based on experiments done on the junior high school level.

Simmons, Otis D. "Active Participation Made This Institute Work." *Music Educators Journal,* 60 (February 1974): 47-49.
Description of summer program dealing with African music.

Soy, Rosa H. *Bilingual Education Through Music.* 1975. 65p. (ERIC Document Reproduction Service No. ED 141 473)
The development of a bilingual/bicultural kindergarten course of study based on the concepts of the Richards Education Through Music Method.

Stiller, Nikki. "Elegy in an Urban Classroom." *College English,* 39 (April 1978): 975-978.
Reports on the need to deal with class distinctions when teaching poor and minority students about art and poetry.

Taylor, Debra; Ostrow, May E. *Puppetry in Compensatory Education.* Stanford, Florida: Seminole County Board of Public Instruction, 1973. 54p. (ERIC Document Reproduction Service No. ED 118 702)
Teachers' manual for using puppetry with economically deprived children to improve self-expression, self-image, and communication.

Toldson, Ivory L.; Pasteur, Alfred B. "Soul Music: Techniques for Therapeutic Intervention." *Journal of Non-White Concerns in Personnel and Guidance,* 1 (October 1972): 31-39.
The authors conclude that using Black music in the educational process aligns educational input with Black culture.

Weidenheimer, Ruth E. *The Attitudinal Changes Produced by Intensive Art-Related Experiences for Culturally Deprived Students and the Resultant Effects on Participating Student Teachers and Classroom Teachers.* Orlando, Florida: Florida Technological University, 1972. 82p. (ERIC Document Reproduction Service No. ED 069 836)
Experimental program tested various theories regarding student and teacher attitudes.

Weil, Henry. "Dance Theatre of Harlem: Inspiring the Deprived." *Change,* 8 (November 1976): 14-17.
The Dance Theater of Harlem, which includes both a school and a publicly performing dance company, is described from its inception by its artistic director.

Availability of Documents in this Bibliography

All documents with an ED number can be read at any location with an ERIC microfiche collection except when it is noted that they are not available from EDRS. Microfiche or paper copies of ERIC documents may be purchased from ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. When ordering, list the ED number, number of pages, and form (microfiche or paper copy).

Items without ED numbers are journal articles.

ERIC

Clearinghouse on Urban Education
Institute for Urban and Minority Education / Box 40
Teachers College / Columbia University
New York, New York 10027

(212) 678-3437

ERIC/CUE Resource Directory Number 1

July 1981

Refugee Resettlement and Integration
An Organizational Guide

In recognition of the worldwide plight of refugees and of the United States' responsibility to respond, Congress approved the Refugee Act of 1980 (PL 96-212). This Act altered the definition of a refugee, increased the number of refugees to be allowed into this country, and streamlined the process of obtaining "permanent resident status." It also created, for the first time, a permanent Office of Refugee Resettlement within the Department of Health and Human Services.

Three groups are currently of major concern to professionals in public education and other human services: Indochinese (Vietnamese began arriving on our shores in 1975, but in the intervening years, Laotians, Cambodians, Thai, and Chinese-Vietnamese have diversified the category into a number of subgroups), Cubans, and Haitians. Although Cubans and Haitians have not been awarded legal refugee status by the U.S. government, they have been granted a special designation by the Immigration and Naturalization Service—"Cuban/Haitian Entrance Status Pending"—and are eligible for parallel services with refugees, under separate funding from Title V (Fascell-Stone Amendment) of the Refugee Education Assistance Act of 1980 (PL 96-422).

The initial costs of refugee resettlement are handled through Voluntary Resettlement Agencies (VOLAGS), funded by the United States Department of State. However, once refugees have settled in a community, assistance is funneled from the Office of Refugee Resettlement in the Department of Human Services to the Refugee Coordinators in each of the 50 states, who allocate cash and medical assistance through welfare and Medicaid and provide social services either directly through the state, or, more commonly, through contracts to public and private nonprofit organizations. State supported services for refugees are provided in ten areas: outreach, assessment, manpower, English as a second language, vocational training, skills recertification, day care, transportation, social adjustment, and translation/interpretation.

In addition, the Refugee Education Assistance Act of 1980 awards funds through the State Departments of Education to local school districts, based on the number of children under 16 classified as either refugees or "Cuban/Haitian Entrance Status Pending."

This organizational guide to refugee resettlement and integration covers U.S. government agencies, Department of Health and Human Services State Refugee Coordinators, Voluntary Resettlement Agencies (VOLAGS), Selected Agencies Offering General Information, and Selected Agencies Offering Educational Information. With the exception of the State Refugee Coordinators (all of whom provide a similar coordination function between local level services and the Department of Human Services), a short descriptive annotation is given for each agency. Included whenever possible are available newsletters, journals, and other useful publications. All items have been checked for accuracy as of July 1981.

U.S. Government

Office of the United States Coordinator for Refugee Affairs
Rm. 7526, Department of State
Washington, DC 20520
(202) 632-3964

Refugee Program Office
Room 7532, Department of State
Washington, DC 20520
(202) 632-8870

Formulate policy and plans for U.S. refugee and migration process; act as clearinghouses for information on refugee affairs.

Office of Refugee Resettlement
Department of Health and Human Services
Room 1229 Switzer Building
330 C Street
Washington, DC 20201
(202) 245-8103

In cooperation with the U.S. Coordinator for Refugee Affairs, provides funding to the States to offer cash assistance and medical and social service programs to refugees. Is just beginning information and evaluation functions.

State Refugee Coordinators

Federal Region I:

Dept. of Income Maintenance
110 Bartholomew Avenue
Hartford, CT 06115
(203) 566-2550

Dept. of Health & Human Services
Hazen Drive
Concord, NH 03301
(603) 271-4242

State of Rhode Island
600 New London Avenue
Cranston, RI 02920
(401) 464-2127

State of Vermont
Dept. of Social & Rehab. Services
Charlestown, VT 05156
(802) 885-9602

Office of Human Services
State House
Boston, MA 02133
(617) 727-8075

Bureau of Resource Development
Maine Dept. of Human Services
Augusta, ME 04330
(207) 298-2971

Federal Region II:

Commissioner
Dept. of Social Services
40 North Pearl Street
Albany, NY 12243
(518) 747-9629

Department of Human Services
Capital Place 1
222 S. Warren Street
Trenton, NJ 08625
(609) 292-1616

Office of Federal Programs Coordinator
Dept. of Social Services
P.O. Box 11398
Santurce, PR 00910
(809) 725-4624

Federal Region III:

Bureau of Employment Programs
Dept. of Public Welfare
Health & Welfare Building, Room 234
P.O. Box 2675
Harrisburg, PA 17120
(717) 783-2874

Coordinator, Indochinese Program
Social Services Administration
11 South Street
Baltimore, MD 21202
(301) 383-3506

Dept. of Public Welfare
1900 Washington Street E.
Charleston, WV 25305
(304) 421-8290

Dept. of Human Resources
500 First Street N.W.
Washington, DC 20001
(202) 723-0772

Dept. of Welfare
Blair Building
8007 Discovery Drive
P.O. Box K-176
Richmond, VA 23288
(804) 281-9204

Division of Social Services
Dept. of Health & Social Services
P.O. Box 309
Wilmington, DE 19801
(303) 421-6155

Federal Region IV

State Refugee Coordinator
Bureau of Social Services
Dept. of Pensions & Security
64 N. Union Street
Montgomery, AL 36130
(205) 832-6561

Dept. of Health & Rehabilitative Services
1323 Winewood Boulevard
Tallahassee, FL 32310
(904) 487-2383

Coordinator for Refugee Affairs
Dept. of Human Resources
618 Ponce de Leon Avenue, N.E.
Atlanta, GA 30308
(404) 894-4493

Coordinator for Refugee Affairs
Dept. of Human Resources
275 East Main Street, DHR Building
Frankfort, KY 40621
(502) 564-5556

Dept. of Welfare
P.O. Box 352
Jackson, MS 39205
(601) 354-0341

Family Services
Dept. of Human Resources
325 Salisbury Street
Raleigh, NC 27611
(919) 733-7145

Coordinator for Social Services
Dept. of Social Services
P.O. Box 1520
Confederate Avenue
Columbia, SC 29202
(803) 758-8300

Director, Bureau of Social Services
Dept. of Human Resources
111-19 7th Avenue North
Nashville, TN 37203
(615) 741-3833

Federal Region V:

Bureau of Social Services
Illinois Dept. of Public Aid
316 South 2nd Street
Springfield, IL 62763
(217) 785-0485

Policy and Program Development
Indiana Dept. of Public Welfare
100 North Senate
Indianapolis, IN 46204
(317) 232-4631

Minnesota Dept. of Public Welfare
Space Center Boulevard
444 Lafayette Street, 2nd Floor
St. Paul, MN 55155
(612) 296-8140

Office of Employment Development Services
Dept. of Social Services
State of Michigan
300 S. Capital Avenue
Lansing, MI 48926
(517) 373-7382

Division of Adult Services
Ohio Dept. of Public Welfare
30 E. Broad Street
Columbus, OH 43215
(614) 466-7884

Wisconsin Resettlement Office
Dept. of Health & Social Services
Division of Community Services
Room B-158
1 West Wilson Street
Madison, WI 53702
(608) 266-8354

Federal Region VI:

Executive Director
Dept. of Human Services
P.O. Box 1437
Little Rock, AR 72203
(501) 371-1001

Coordinator for Refugee Affairs
Dept. of Health & Human Resources
P.O. Box 3776
Baton Rouge, LA 70821
(504) 342-3947

Dept. of Human Services
P.O. Box 2348
Santa Fe, NM 87503
(505) 827-2111

Director, Dept. of Human Services
P.O. Box 25352
Oklahoma City, OK 73125
(405) 527-2997

Coordinator for Refugee Affairs
Dept. of Human Resources
706 Bannister Lane
P.O. Box 2960
Austin, TX 78769
(572) 441-3355

Federal Region VII:

Iowa State Refugee Coordinator
Director, Iowa Dept. of Job Service
1000 E. Grand Avenue
Des Moines, IA 50319
(515) 281-5361

Coordinator of Refugee Affairs
Division of Family Services
Broadway State Office Bldg.
Jefferson City, MO 65103
(314) 751-2981

Coordinator of Refugee Affairs
Dept. of Social & Reh. Services
State Office Building
Topeka, KS 66612
(913) 296-3374

Coordinator of Refugee Affairs
Dept. of Public Welfare
301 Centennial Mall South
Lincoln, NE 68509
(402) 471-3121

Federal Region VIII:

Refugee Resettlement Coordinator
State of Colorado
Dept. of Social Services
1575 Sherman, Room 517
Denver, CO 80203
(303) 839-2767

Dept. of Social & Rehabilitation Service
111 Sanders
Helena, MT 59601
(406) 449-5622

Refugee Resettlement Coordinator
Social Service Board of N.D.
15th Floor
State Capitol
Bismarck, ND 58505
(701) 224-4054

Refugee Resettlement Coordinator
Office of Program Management
Dept. of Social Services
Kneip Building
Illinois Street
Pierre, SD 57501
(605) 782-7000

Refugee Resettlement Coordinator
Division of Children, Youth and Family
Utah Department of Social Services
150 West North Temple
Salt Lake City, UT 84103
(801) 533-7129

Refugee Resettlement Coordinator
Dept. of Health and Social Services
390 Hathaway Building
Cheyenne, WY 82002
(307) 777-7561

Federal Region IX:

Dept. of Economic Security
1400 West Washington
Suite 086Z
Phoenix, AZ 85005
(602) 255-4441

Director, Dept. of Social Services
74 P Street
Sacramento, CA 95814
(916) 445-2077

Dept. of Health & Social Services
Government of Guam
P.O. Box 2816
Agana, Guam 96910
9011-671-734-991

State Coordinator
Dept. of Social Services & Housing
State of Hawaii
P.O. Box 339
Honolulu, HI 96809
(808) 548-8480

State Welfare Division
430 Jeanell Drive
Carson City, NV 89710
(702) 885-4725

Federal Region X:

State Coordinator Refugee Program
Dept. of Social & Health Services
Mail Stop OB-41G
Olympia, WA 98504
(206) 753-2673

Dept. of Human Resources
Children's Service Division
198 Commercial Street, S.E.
Salem, OR 97310
(503) 378-3190

Boise State University
1910 College Blvd.
Boise, ID 83725
(208) 385-3681

Voluntary Resettlement Agencies

American Council of Voluntary Agencies
for Foreign Service, Inc.
200 Park Avenue South
New York, NY 10003
(212) 777-8210

An association of 44 voluntary agencies established in 1943 to coordinate and plan for assistance to people overseas. A Committee on Migration and Refugee Affairs coordinates and plans for refugee assistance at home and abroad, and has been coordinating assistance to Indochinese refugees.

American Council for Nationalities Service
20 West 40th Street
New York, NY 10018
(212) 398-9142

The national organization for a network of 32 community supported social service agencies devoted to serving the needs of immigrants and refugees. Resettles refugees directly through this member agency structure and affiliated local organizations.

American Joint Distribution Committee
60 East 42nd Street, Room 1914
New York, NY 10017
(212) 687-6200

Offers social services to refugees before they arrive in the United States, including Russians in Vienna and Rome, and Cambodians in Thailand.

American Fund for Czechoslovak Refugees, Inc.
1790 Broadway, Room 513
New York, NY 10019
(212) 265-1919

Organized in 1948 to help resettle refugees from Czechoslovakia and other communist-ruled countries in Central and Eastern Europe, AFCR has helped 100,000 people in 31 years. Since 1975, is also participating in securing sponsors, jobs, and counseling for Indochinese refugees.

Buddhist Council for Refugee Rescue and Resettlement
City of 10,000 Buddhists
Talmadge, CA 95481
(707) 462-0939

A consortium of 30 Buddhist groups across the country which provide reception centers with intensive language training and orientation. In most cases, Buddhist temples undertake local sponsorship.

Church World Service
Immigration & Refugee Program
National Council of Churches
475 Riverside Drive
New York, NY 10027
(212) 870-2164

Organized by 31 U.S. Protestant and Orthodox denominations to act as cooperative relief and rehabilitation agency on a global scale. Assists refugees in their own or other continental areas. Has been active in resettling Indochinese, Cubans, and Haitians. Also maintains an active information service, including the publication *Refugees and Human Rights Newsletter.*

HIAS (Hebrew Immigrant Aid Society)
200 Park Avenue South
New York, NY 10003
(212) 674-6800

For 100 years has assisted mainly Jewish refugees and migrants, throughout the world, but is also involved with resettling Indochinese, Cubans, and Haitians. Provides for pre-migration planning, visa documentation, reception, transport, etc.

International Rescue Committee
386 Park Avenue South
New York, NY 10016
(212) 679-0010

A nonsectarian organization which has been resettling refugees since 1933. Resettles refugees directly, acting in most instances as the primary sponsor. Has 10 regional offices to provide resettle-

ment services such as housing, counseling, job development, and referral, and to work with local sponsoring groups.

Lutheran Immigration and Refugee Service
360 Park Avenue South
New York, NY 10010
(212) 532-6350 or (800) 223-7675

A department of the Division of Mission and Ministry of the Lutheran Council in the United States. Handles immigration and refugee affairs through a network of about 35 regional consultants, most of whom operate out of Lutheran Social Services Agencies, and who serve as the link between LIRS and the Lutheran congregations.

Tolstoy Foundation
250 West 57th Street
New York, NY 10019
(212) 247-2922

Founded in 1939 to assist Russian and East European refugees. Has participated in the Indochinese program through the use of Indochinese family relatives and, in some cases, employers as refugee sponsors.

United States Catholic Conference
Migration and Refugee Services
1312 Massachusetts Avenue, N.W.
Washington, DC 20005
(202) 659-6636

Responsible for all immigrant, migrant, and refugee activities conducted by the Catholic Church of the United States. With 4 regional offices, coordinates with agencies in public and private sectors to resettle and assimilate individuals and families. Involved with Indochinese, European, African, Haitian, and Cuban refugees.

World Relief Refugee Services
National Association of Evangelicals
P.O. Box WRC
Nyack, NY 10966
(914) 353-0640

Serves the interests of those denominations, para-church organizations, and local congregations who identify with the Evangelical cause in the U.S. Assists churches, community groups, and individual Christian families who wish to sponsor Indochinese refugees.

YMCA Refugee Resettlement Services
291 Broadway
New York, NY 10007
(212) 374-2184

Directs national YMCA services for refugees. Acts as liaison for local YMCAs; cooperates with other national voluntary agencies and appropriate government agencies.

In addition to the above voluntary agencies, the Idaho State Voluntary Agency and the Iowa Refugee Service Center, both state organizations, sponsor refugees and so work as resettlement agencies.

Selected Agencies Offering General Information

American Immigration and Citizenship Conference
20 West 40th Street
New York, NY 10018
(212) 221-6751

Coordinating agency for 60 voluntary agencies interested in promoting a non-discriminatory immigration policy. Acts as a clearinghouse for information, stimulates studies and conferences on immigrations and refugees, and provides the means for joint action by its members. Publishes the monthly *AICC NEWS.*

Center for Migration Studies
209 Flagg Place
Staten Island, NY 10304
(212) 351-8800

A research, publications, and documentation center on international refugee and migration movements. Conducts research and offers library facilities. Publishes the quarterlies *Migration Today* and *International Migration Review.*

Citizens Committee on Immigration
1828 L Street, N.W.
Suite 100
Washington, DC 20036
(202) 331-1759

An advocacy group to educate Congress and the public about immigration and refugee issues. Offers publications and packages of materials for schools; plans to establish a resource center.

Indochina Refugee Action Center
1025 15th Street, N.W.
Washington, DC 20036
(202) 667-7810

Involved in planning projects to meet refugee resettlement needs, and in providing basic information to people involved in the resettlement field. Periodically issues papers, studies, reports, fact sheets, etc. on various aspects of resettlement. Although official mandate is Indochinese, some publications have a wider scope. Produced *Refugee Resettlement Resource Book; A Guide to Federal Programs and National Support Projects to Assist in Refugee Resettlement.* (Office of the U.S. Coordinator for Refugee Affairs & the Department of Health and Human Services, Office of Refugee Resettlement, 1980.)

Information Exchange Project
American Public Welfare Association
1125 15th Street, N.W., Suite 300
Washington, DC 20005
(202) 293-7550

Publishes the biweekly *Refugee Reports* and quarterly *Journal of Refugee Resettlement.*

National Coalition for Refugee Resettlement
National Conference on Social Welfare
1730 M Street, N.W., Suite 911
Washington, DC 20036
(202) 785-0817

Keeps states, VOLAGS, public and private welfare agencies, and all resettlement groups informed of policy and legislative developments in Washington.

The National Forum on Immigration and Refugee Policy
733 15th Street, N.W., Suite 427
Washington, DC 20005
(202) 638-4207

An advocacy group, representing over 100 groups in the Northeast, where diverse groups can exchange information on immigration and refugee issues and take substantive positions.

Founded in 1971 to provide expert information on the Indochinese War and people. Has responded to the post-war situation by broadening its focus from Indochina to the rest of the Southeast Asian region. Primary function is the coordination and dissemination of information on the countries and issues of Southeast Asia and on U.S. involvement there. Publishes the bimonthly *Southeast Asia Chronicle.*

Refugee Resource Center
200 Park Avenue South
New York, NY 10003
(212) 674-6844

Operating under the auspices of the American Council of Voluntary Agencies, the Refugee Resource Center collects and disseminates materials on resettlement. Is hosting a series of round table discussions and regional conferences on resettlement issues. Also coordinates national resettlement agencies participation in the Cambodian cluster—a special project for 10,000 Cambodians without close families in the U.S.

United States Committee for Refugees
20 West 40th Street
New York, NY 10018
(212) 398-9142

A private non-profit organization serving as a nongovernmental focal point for the world refugee situation. Supports UN specialized agencies working to alleviate world refugee problems and monitors legislation in Congress on U.S. refugee and immigration policy. Since 1979, affiliated with the American Council for Nationalities Services. Publishes the annual *World Refugee Survey.*

Selected Agencies Offering Educational Resources

Center for Applied Linguistics
1611 North Kent Street
Arlington, VA 22209
(800) 424-3750

The Language and Orientation Resource at CAL is funded to collect and disseminate material on cultural orientation, resettlement, and ESL for Cubans, Haitians, Indochinese, and other refugee groups. Produced *A Guide to Orientation Materials for Indochinese Refugees and their Sponsors,* a selected, annotated bibliography, April 1981.

Merit (Bilingual) Center
991 Ritter Hall Annex
Temple University
Philadelphia, PA 19122
(215) 787-6258

Library houses a collection of research, curricula, and literature related to various ethnic groups, including Vietnamese, Spanish, Greek, and Chinese. Consultancies and workshops available on a limited basis.

National Clearinghouse on Bilingual Education
1300 Wilson Boulevard
Arlington, VA 22209
(703) 522-0710

Information packets available for a nominal charge on refugees in general and on Indochinese groups.

ERIC Clearinghouses

ERIC is a national information system of 16 Clearinghouses supported and operated by the National Institute of Education, for providing ready access to descriptions of exemplary programs and research and development efforts useful in education. Each Clearinghouse identifies and collects information on specific subject areas and disseminates it nationally in paper form and microfiche. Each Clearinghouse also issues fact sheets, bibliographies, and papers summarizing the state of the arts in specific educational areas for which it is responsible.

ERIC Clearinghouse on Adult, Career and Vocational Education
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

Information available on adult, career, and vocational education of refugee populations.

ERIC Clearinghouse on Language and Linguistics
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, DC 20007
(202) 298-9292

Information available on second language learning, including English as a Second Language, the psychology of language learning, bilingualism, language teacher training, and curricular problems and developments.

ERIC Clearinghouse on Urban Education
Teachers College, Columbia University
Box 40
525 W. 120th Street
New York, NY 10027
(212) 678-3437

Information on the cultural, psychological, and educational issues of settlement into a new society, cultures of minority groups, and educational programming for minority populations in an urban context.

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